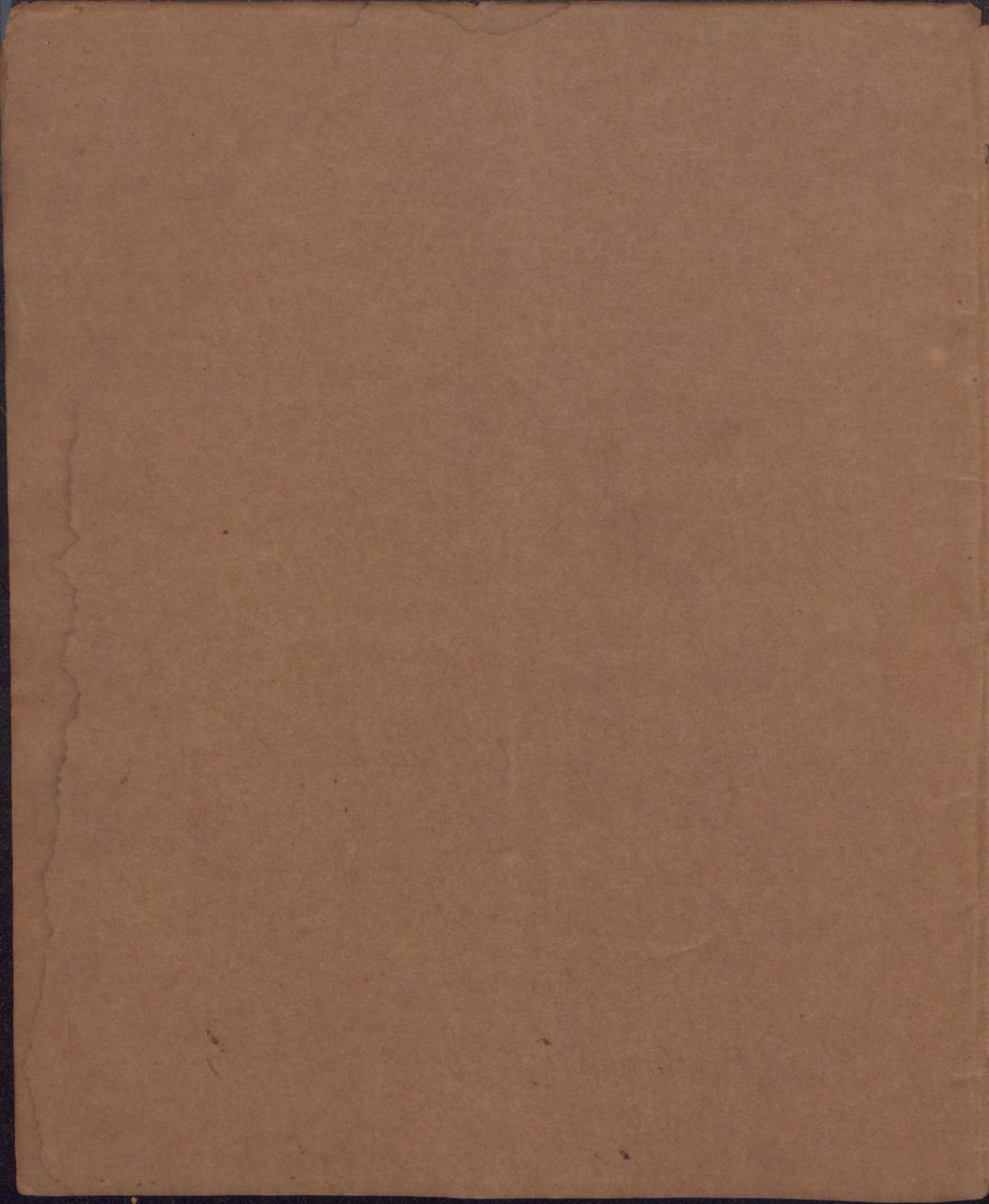


Damo G. S. Mankur



Introductory. 1851-52

By

John C. S. Monckton, M.D.

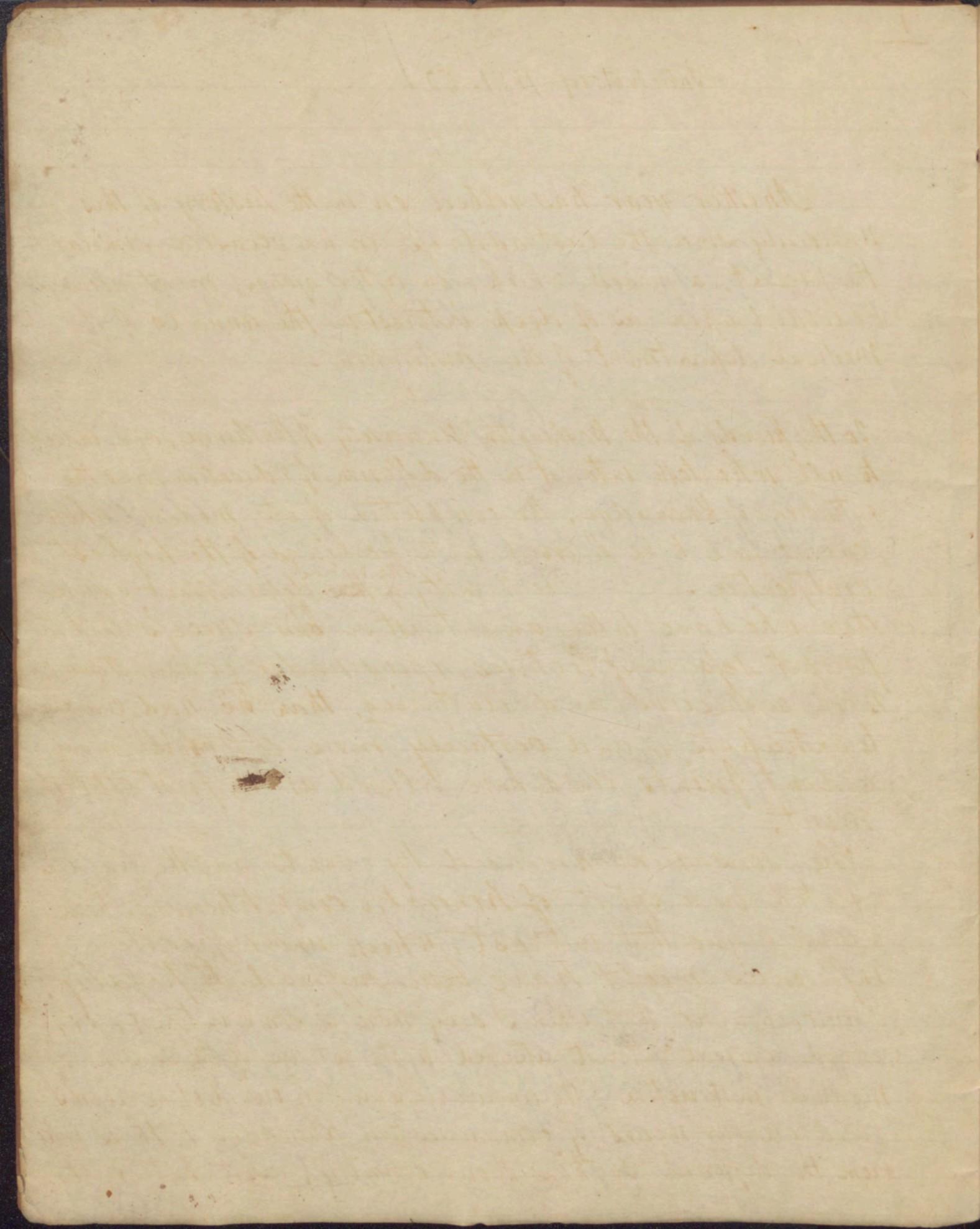
Professor of
Theory and Practice

of
Physic

In

The Washington University
of
Baltimore Md.

1851-52



Introductory 1857-52.

Another year has rolled on in the history of this University since the last address, on an occasion similar to the present, a period which, in after years, must always be looked upon as of deep interest in the annals of the medical department of the Institution.

To the friends of the Washington University of Baltimore, and, indeed, to all who take interest in the diffusion of Education, and the extension of Knowledge, the completion of its Medical school, cannot fail to be observed with feelings of the highest gratification. The Faculty of ~~the~~ ^{the medical} Department assure those who have taken an interest in ~~our~~ ^{their} success, that the present session of lectures, opens under circumstances more auspicious and flattering, than ~~we~~ ^{they} had reason to anticipate; and certainly more so than its most ardent friends could have believed at its first establishment.

The sensations produced by events, and the passions excited by a spirit of honorable competition, has been found to give that interest, which under opposite influences might have been suffered to pass by; I trust, however, that when I say there is some interest, or, indeed a great interest attached to the return of the season of medical instruction; the annual opening of our lecture rooms; and all our means of communicating Knowledge to those who from the different sections of our country, resort hither, to

1
and he was compelled to go forth.
and he went to the
city of Jerusalem. And he
was received there with
great rejoicing and many people
came to him from all Judea and Galilee and
from the Jordan River, and they said to him,
that he was indeed the prophet of God.
And he said to them, "I am not a prophet,
but a messenger sent by God to bring you
the good news of the kingdom of God.
For the kingdom of God is at hand,
and he who is ready let him enter in.
For I am not come to send peace,
but a sword; for I am come to separate
a man from his father,
and a daughter from her mother,
and a son from his mother;
and a man's enemies will be those of his own house.
He who loves me not,
let him not follow me." And he said to them,
"To what then is the kingdom of God like?
It is like a man who sows good seed in his field;
but while men slept, his enemy came and sowed
weeds among the wheat, and then went and
left the field. When the servants of the master
came to him in the morning to say, 'Sir, shall we
not call for the laborers to come and gather
the weeds?' He said to them, 'No, lest while
you gather the weeds, you may root up the wheat
also. Let both grow together until the harvest;
and then I will tell the reapers, that each
shall be gathered into the barn, but the weeds
will be cast into the fire.'

learn what is to make them useful members of the community in which they are to act; it will not. I hope, be thought that I am employing the language of presumption, or endeavouring to hold to undue admiration this school of Medical instruction alone among the many highly valued schools of this country.

There may be some of you who may entertain a difference of opinion as to the necessity of continuing our medical school; but this must give way before the fact that our institution was founded and organized on an entirely ~~a~~ different ~~place~~ and original plan from any other medical school in this country. It ~~is~~ was the first medical college established in the United States, where Hospital tuition, or bed-side medicine, ~~was~~ taught under the same roof with the usual elementary courses of instruction in Surgery, Medicine and Obstetrics. —

I shall show as I proceed that the practical duties of the physician and surgeon can only be learned, where it can only be taught, ^{that is} in the Hospital and ~~at~~ in the presence of the sick.

To embrace these essential aids to the proper and successful education of the medical student the Washington Medical College ~~and~~ Hospital was erected. But unfortunately, as with all great and original enterprizes, its course of usefulness was staid by unexpected difficulties, which beset it from its commencement; ~~and~~ which have continued to almost the present session; ~~and~~ which are now being removed, ~~to~~ ^{us} place ~~in~~ fair competition with the other institutions of the country.

Gentlemen students of Medicine.

In performing the allotted duty of opening the present

course of lectures, I will refer to the Medical Faculty's Annual Circular for 1851-52 as evidence, that the system of instruction adopted at the outset, and since invariably pursued is suited to the wants of the Medical profession, and to society at large. Were any further proof required, it might be drawn from the professional character of the gentlemen who have completed their medical education within the walls of our College Hospital; and who are now in the several states of our Union, deservedly securing to themselves the confidence and respects of their fellow citizens; and, in their practical career, lending their exertions to elevate the standard of medical science. The appreciation of the advantages derived to our students from hospital or clinical teaching, is displayed in the fact of the almost universal establishment and success of our Alumni.

It is a source of satisfaction to myself, and I doubt not, to my colleagues to know that the students attending our lectures, were attached exclusively by what we had to offer them in the way of education, and not by any unworthy art, or by any insidious methods of panegyric on the one hand, or depreciation on the other.

We stand by the side of an established and highly respectable school in no illiberal spirit; we do not withhold or deny its merits; but we believe that opportunities and advantages may here be found for a concentration of exertion and of zeal which must be useful to those preferring us, and give us no small chance of success. — Be this as it may we shall not rest content with the gratification of mere personal feeling, but constantly remember that we

are engaged in the common cause with other institutions, to prepare our students for duties of great importance to society, and to raise a school of medicine honorable to its projectors, and worthy of the great city in which it stands and to our country.

At the close of the last course of lectures, Professor Washington R. Handy, compelled by inability to attend to the incipient and arduous duties of ^{the Chair of} Anatomy in the Dental College, and in this school, resigned ^{his} professorship ^{of anatomy & operative surgery} ~~the chair of descriptive & clinical anatomy~~
~~which he held six years.~~
The resignation of such an able and excellent teacher cannot be spoken of as felt by the faculty. Independently of the extent of his intellectual acquirements, which not only enabled him to fulfil most ably the duties of his chair, he ~~had~~ rendered ~~and~~ highly ^{wisdom & instructive} his subjects of demonstration - Professor Handy's amiable disposition and kindness of his nature, endeared him to his colleagues, and rendered his association with them, a source of sincere gratification, enhanced by the ties of friendship.

The advantages which the pupils derived from Dr Handy's demonstrations were great. His knowledge of his subjects was minute; his illustrations apt and appropriate; and his manner of teaching urgent, and impressive. Endowed with a natural love for anatomical pursuits, and a mind tutored to that severe precision which alone can make the anatomist, Dr Handy, besides instructing his hearers, exemplified the great advantages ^{of} ~~over~~ the power which varied knowledge bestows upon judgment. Besides these Dr Handy took a deep interest in the personal instruction and well fare of his pupils, by his ^{particular} examinations; and other means of communicating knowledge, which the duties of his professorship did not demand. Such is

it, he had been well educated, and all his services an
ployed to maintain him by such methods as could
conceal his original character. Since a man's
true soul is hidden, it is difficult to know what
and experienced have been his principles.

He had been educated at a school at the
University of Cambridge, where he received a classical
education, and he was a member of the university
from 1830 to 1834, returning to Cambridge in 1838.
He studied Latin and Greek, and took up
the study of law, and became a member of the
Inner Temple in 1838, and was admitted
as a barrister in 1841. He then began
to practice law, and soon became a prominent
member of the bar. In 1851, he was elected
to the House of Commons, and represented
the constituency of Cambridge. He was a
member of the Whig party, and was known
for his opposition to the Slave Trade Bill, and
for his support of the Poor Law Amendment
Bill. He was a member of the Committee on
Education, and was instrumental in the
passage of the Education Act of 1870. He
was a member of the Royal Society, and
was a fellow of the Royal Society of Medicine.
He died in 1885, and was buried in the
cemetery of the Royal Hospital, Chelsea, London.

retirement of the colleague whose retirement we exceedingly regretted; but distinguished as he is, it would be absurd to suppose that his loss could not be supplied.

If the testimony of men of the highest standing in science, and of the most unequivocal honor, can be depended upon, we rely, with well grounded anticipations, on finding equal learning and reciprocal energies in Professor Valentine Mott Junior, who has been elected to the ^{the surgical chair} vacated by the resignation of Dr. Bandy.

Professor Mott, junior, was educated in the office and immediately under the supervision of his father, ^{the first American Surgeon} and received ^{people other} opportunities for surgical practice which have seldom been enjoyed ^{by another}. The Faculty look forward with confidence to Professor Mott filling the chair of his predecessor with great credit to himself, and to the reputation of the school.

~~In all elections no personal friendship or party connexion - and no professional interest~~

In all elections, it is undoubtedly the interest of the Professors to divest themselves of private feeling - to allow no personal friendship - no party connexion - and no professional interest, to predominate in the choice; but to be guided solely by the good of the establishment. Upon such principles, the election of Professor Valentine Mott, junior to the vacant chair of Surgery was conducted.

Gentlemen,

Having made these remarks on the medical school of this University, I now proceed to pronounce my introductory discourse, and will

observe that custom has made it obligatory upon medical in common with other institutions of learning, to open every annual course of lectures, by an introductory discourse from each of their teachers or professors. ~~With~~ the purpose of introductory lectures, you are, no doubt well acquainted. They may be received as a meeting of friends; and an introduction to the student into the Temple of Science; but you are not to form an idea from them of the nature and zest of entertainment, which is afterwards to follow. The qualifications of ~~such~~ teachers cannot be judged from a written discourse, however eloquent and fervid its dictum; and however correct and forcible it may be in expression. Such a discourse may appeal to the imagination, and give an impulse to ever active fancy, or it may fix the attention on reflections of a serious importance —

But those who teach from demonstration, from no other notes than furnished by the nature of their subjects, with them there is a life and charm that interests both the eye and the ear, and compels reason to examine and store up the relation of facts, that the judgment may deduce therefrom invaluable principles of thought and action.

Since my discourse cannot be demonstrative, I have chosen for the present time, a subject which, I trust, even before a public and mixed audience, will not be tedious or uninteresting. To the ~~student~~ of Medicine and Physician, it is one of deep interest, and is now I am proud to say, commanding that close attention ⁱⁿ to the purposes of Medical education, which it so highly merits. Clinical or bed-side medicine, dates from the earliest antiquity: several, no doubt, with the sufferings and diseases of mankind. Before the expulsion

Before -

of Adam and Eve from ^{the Garden of} paradise there could not have existed any maladies; for all was perfection and happiness. Disobedience, however, brought with it an aptitude and certainty of misery and suffering, and doubtless, the first observation of disorder and disease began with Eve herself.

The first account we have of the sick, ^{authentic} is when they stationed themselves on the roads in temples and public places, and pitched the papers by for a remedy for their diseases. We are told in ancient history that the streets and roads were frequented by the infirm or their friends; with a view to compare the preferable experience and suggestions of travellers. Such was the primitive medicine of the Babylonians and Persians. After this period of time, the chief places of application of the afflicted, were in the buildings which had been erected and appropriated to acts of worship and mercy; but in these the ceremonies were of so superstitious and mystical a character as to destroy what opportunities might have been presented for the observation of diseases. In time, however, the science of medicine became more and more advanced, and the practice more satisfactory by ^{the} increased interest acquired at the bed-side of the sick; and by communications of the physician to his pupils; and with the traditional records which were handed down from the father to his children.

~~With the writings of Hippocrates, we are~~

Previous to the writings of Hippocrates we have no information that would lead us to infer that clinical observations were conducted previous to his era, or during the extensive line of physicians, the descendants of ~~Asclepiades~~.

Hippocrates was the first who by collecting the scattered facts in medicine, and adding to them, and

reflecting upon them erected a rational doctrinal pathology, which with his judicious precepts, had they been followed, Medicine would have speedily and steadily made progress; and the necessity for the study at the bed side of the sick, in every succeeding age would have been more and more responded to.

But this was otherwise. ^{the} Physicians who followed him, were led by dialectic and frivolous speculations; ~~and~~ pursued a false direction; and the correct mode of observation and the writing out of the histories of diseases, taught them by Hippocrates, as records of bed side ~~and~~ ^{and} experience, fell into neglect and disuse —

It was not until the fourth century, the clinique or bedside instruction was instituted; for previous to this period there were no hospitals. Tacitus records the fall of the amphitheatre of Fidenum, and states that the wounded were taken in the houses of private citizens. At this early period among the Romans, it was the habit of their principal men to remove their wounded or sick slaves into the halls of resident houses. ^{sick} They injured during the games and solemn festivals were removed into the temples and houses of worship of the City. It would seem from this that the first construction of Hospitals, was intended to minister to the pious intentions and benevolence of their founders; but the advantages which they gave to physicians to contribute to the advancement of Medicine as a science was not embraced or considered as of subordinate importance.

The first account we have of the establishment of Hospitals were those of Alexandria in Egypt. In them the Greek physicians revived the Hippocratic medicine, and they continued for a long time the centre of medical learning in connexion with practical observation — Under the Saracen monos, the celebrated Hospitals of Seville, Toledo, and Cordova were established —

With these the number of hospitals every where increased. To such a number was their multiplication carried, that the attention is naturally quickened to closely watch the instantly expected evolution of medicine grounded firmly on its only true foundation — the observation of clinical facts, and the collection of instances —

The appearance here of so much promise for clinical medicine was but of short duration; and it remained in a state of slow advancement until the middle of the Seventeenth century; when it again revived ~~and prospers~~ in the supervision of the Great Clinical Hospital at Utrecht, in Germany, by Straten. At the ^{same} period of time this mode of instruction by Othoe Huernius in Leyden was commenced and prosecuted upon a comprehensive plan. We are told, that his clinique was admirably conducted. He may be said to be the first to teach bed-side medicine upon a ~~comprehensive~~ ^{correct and instructive} basis.

After examining the patients in the presence of his pupils, he described the nature of their diseases and the modes of treatment he adopted. He made dissections carefully after death; and, in addition exercised his pupils on the knowledge and preparation of medicines. After Huernius, Francis Delaborde originated clinical reports, which have since conferred so much to the certainty and perfection of practical medicine.

Throughout Italy, Germany, and France the Hospital physicians and surgeons have laboured; and contributed to multiply correct observation at the bed side of the sick. Among whom I should mention Bierhaave, Hobnus, Graebus, Ivan Sotter, Haller, Hofstetter: The practical profession is indebted to Dr John Rutherford, professor of the practice of medicine, Royal Infirmary, Edinburgh England, for the first course of clinical lectures, delivered in that country, ^{wry 1748}. To him deserves the merit of first explaining disease, its nature and treatment in the patients in the public hospitals of England —

Shortly after this period, in 1757 Dr. Cullen gave a course of clinical lectures in the Royal Infirmary at Edinburgh, assisted by Doctors Myt. Morris, Gregory & Horne. The efforts and success of these men excited a general interest in clinical instruction, and set forth so strongly the benefits of this mode of teaching medicine, as to lead gradually to its introduction into other medical schools in various parts of Europe. Dr. Cullen was combined those singular qualities necessary for a clinical instructor; and his efforts greatly advanced this department in the increased spirit of inquiry it established among medical men and students. At this period clinical medicine became generally taught at the hospitals - In Vienna, were lecturing Brundel, & Vogel; in Göttingen, Dr. Baldeinger and others. At Sarthe, the surgeon Hinemann instituted the first medico-surgical clinique for observing and treating ^{physical} medical cases. And at the present time clinical establishments are being frequently organized throughout the British and German dominions. Italy does not behind in her objects of establishment of hospitals for clinical observation. Lancisi was inaugurated in 1715, in the hospital of the Holy Ghost as chief of the clinique. This hospital was sustained by the government and was supplied with every article likely to aid & correct observation and to promote the study of pathological anatomy, Materia Medica & Surgery.

In 1781 Tissot presided in the Chair of clinical medicine in the University of Pavia and was followed by Scarpa. History notices after this those of Florence, Pisa, Genoa, Naples and Turin -

In the Universities of Spain the clinique constitutes an essential feature in the course of study of medical education. Candidates for a doctorate to practice physic or surgery, are compelled to undergo a term practice during two years, before they could be licensed to practice. It is to be regretted that such

is not the rule with our own Medical Colleges.

In Russia clinical instruction was established in 1765 and has since been continued upon an extensive and well regulated plan.

Every medical school throughout the towns of Russia has an hospital attached to it. The same may be said of Prussia. In the hospitals of this country, the students are registered, and privileged to profit from what they can hear and understand from progressive and regular instructions, in the difficult science and art of observing, interrogating, discriminating, and relieving the sick.

In our history of the clinique we come now to France. In 1786 a royal edict, conferred a chair of practical medicine and surgery in the Hôtel Dieu. Previously to this Debois, physician to La Charité at Paris, had frequently collected a number of pupils, and scattered the germs of clinical instruction.

During the political convulsions which distracted that unhappy country; without state, religion, or order throughout any of her departments; other physicians and surgeons duly appreciated and sustained her hospital establishments — They were governed by such men as Portet, Bre-d-Azyr and Cabanis, who exercised a predominant influence, and greatly added to the advancement of this department of medical education. It was not, however, until 1794 that the clinique became an immediate dependence of the faculties of medicine. From this time the government provided the medical schools of France with clinical professors. At this time Desault occupied the surgical clinique lorrain followed Debois of La Charité — Corvisart exerted his influence with Emperor Buonaparte in behalf of medical science and her votaries; he procured appointments from him for those whose talents were fully equal.

to the responsibility in their official duty.

Among his pupils I may mention Bayle, Larivière and Dupuytren. Corvisart, at this time, directed his particular attention to diseases of the heart; which he illustrated at the bedside of his patients. During this time clinical observation increased daily and was extended specially to almost all the departments of medicine. New sources of instruction were opened, and by the efforts of such men as Broyer, Cullier, Pinel, Beauvais, Champier ~~and~~ a new and practical aspect was communicated to the clinique & to French ~~Medicæ~~ instruction. The many clinical institutions founded in France in a comparatively short space of time, more than compensated for her previous backwardness. In no city in the world are there more clinical courses delivered than ^{at present} in Paris. In the different hospitals the medical attendants visit them at six o'clock in the morning, to attend the sick and deliver lectures upon the cases.

With Paris we must associate Montpellier - The hospital ~~of St Eloi~~ of St Eloi at Montpellier have been governed by such principal men as Bruguet, Delpach, Baumé and Tager who have all taught clinical instruction. At present the Montpellier clinique is in the hands of Brouillet and Lachergues, and we are assured, is upheld by rare ability by these worthy and gifted professors. We have been told by one of the pupils of Delpach, that teaching was a pasion with him; in fact, "he loved to acquire, only that he might impart."

Lallemand is now at Montpellier, distinguished himself by his comprehensive grasp as an observer, and the publication of different medical works. And our own countryman

~~one~~^{man} and fellow citizen, Ricord, in his particular department, is remarkable for the number of strangers who flock to his clinique — The students of Paris say this department of the art had never been represented with so much éclat until Ricord's accession.

With respect to the secondary schools and military hospitals throughout France, we take from M. Serre's report, that ~~in~~ very few are the responsible duties of the clinique, conscientiously performed by those charged with them. ^{He properly says} The clinique does not consist in pupils following the medical teachers like so many ~~parasites~~ ^{parasitics} during the visit; nor in a few broken sentences, or incoherent questions being addressed to them. On the contrary, clinical tuition requires the most direct — the most intimate relation between the teacher and the pupil!

These remarks ~~will~~ I have purposely quoted from M. Serre. Do they not give a graphic and correct description of the kind of clinical instruction now pursued in the medical colleges of our country? ^{Some will answer,} ~~in the nature of~~ ^{as} Those who have had an opportunity to judge — ~~will~~, ^{in the nature of} ~~completely~~.

If there is one dissenting voice here, it must be some very ^{lucky & favoured} student who commenced his studies by an immediate residence ~~as~~ ^{on} an informan^y, hospital or other institution for the sick; where he can only learn the practice of medicine, by constant, untiring observation — day and night by the side of the sick bed. As medicina est tota in observationibus.

This maxim may be extended to every science of fact. Every durable scientific theory is nothing more than the strict expression of facts, scrupulously observed.

In our review of the progress of clinical instruction, we come to the origin and development of the existing clinical institutions of Great Britain and Ireland. I will revert to the efforts of Dr Cullen and his followers. It was the habit of Dr Cullen to investigate every disease which came under his observation; particularly the symptom as they appeared in concourse and succession, the chief diagnostic marks: accidental complication; spontaneous changes and the effects of remedies employed. In leading his students to reflect and reason, his constant endeavour was to teach them to observe Nature in diseases, to discriminate between their uniform and essential symptoms, and those merely accidental combinations, and to ascertain as far as possible by observation and analytical reasoning, the respective influence of the remedies employed by art, and the operation of nature in the cure of diseases. Another great purpose with Dr Cullen was his constant inspection of the bodies of those who died while under his treatment; and directing the student to the best guides, at that time, proposed, for prosecuting this branch of medical science. That this course of education, clinical teaching,
^{at} ~~and~~ ^{of} time, could also was conducted advantageously to the student, and no doubt prompted those who followed him to the improved sources of medical and surgical education now enjoyed by the pupils of the hospitals of London, Dublin, Edinburgh. The surgical clinical expositions of Dr Astley Cooper, Ferguson, Liston, Guthrie, Brodie & Key; with those in medicine by Elliotson, Anthony Todd Thompson, Marshall Hall, Stokes and others, are as household words to the students of our country. At present clinical teaching, or actual treatment with the sick, is receiving more attention; is daily more extended in the principal cities hospitals of London & Dublin.

You may as well say that a mechanic can prepare his apprentice usefully by giving him books to read about his trade, and some lectures upon his business without the materials upon which to practice his occupation.

The apprentice and student both must have practice as well as theory, and I insist for the practice first, and the theory afterwards.

Mechanic's
The apprentice goes to ^{the} workshop, and the medical student should go to the hospital, where ^{he can see more than} to the dead house or dissecting room where he will learn the wonderful and admirable construction of the human body - To the laboratory where he must invent experiments or make them himself in order to learn chemistry - To the apothecary of the establishment he must go to learn the nature, and ^{the composition} of the Materia Medica

No -

The mechanic's apprentice is immediately placed in the workshop; and the student of medicine should go to the hospital; for there he will have continual intercourse with the dead; & I found there alone ^{case} ^{supper} ^{etc} we understand them - To the dissecting room or deadhouse he must go to learn the wonderful and admirable construction of the human body - No

By the present modes of medical education, I speak the truth when I say that more than two thirds of young medical men who are yearly sent from our best Colleges and universities are mere book-misers & physicians - The public often witness

In regard to clinical instruction in the United States, the American cliniques are obviously imperfect; and are ^{consequently} ~~inadequate~~ to meet the wants of students of medicine. For the extent of country and amount of population of the large cities, we are less supplied with Hospitals, Infiraries and Eleemosynary Medical institutions, than those of Europe; and necessarily ~~these~~ sources of such instruction are limited; and with the restricted government of our largest Hospitals, only a few and selected pupils, can receive that kind of tuition which alone can fit them for the practical duties of their profession. Thus it is that among the many who are annually sent forth from our Colleges, but a very small number of them can be properly educated for the important duties of the practice of medicine and surgery. It is only in the wards of a hospital that the student can obtain a knowledge of the nature and treatment of disease; he cannot be taught apart from the patient; he must go to the bed-side; for there only can he witness the phenomena of disease, and there only can he give the remedy, notice its effects, and witness its success or its failure.

The clinique is the complément of the medical student's education, and comprehends whatever is witnessed at the bed-side of the sick in connection with the true character, symptoms, progress, various modes of termination, treatment; in fine the actually observed history of the disease.

Of the existing clinical institutions of our country, I wish I could say that the advantages derived from an attendance on the lectures as now conducted in the Hospitals and Infiraries of the established Medical Colleges and Universities, were calculated to meet the

wants of students, and to ~~separate~~ afford opportunities for observation and reflection, which are necessary to a proper and advantageous education.

~~But I cannot.~~ ~~To the established~~ The deception practiced on pupils ^{in Philadelphia before College,} by the groundless representation of the great advantages they are to derive from an attendance upon them, is evident to every one who is the least informed of the manner they are conducted.

The indiscriminate admission of pupils, and the rush which is kept up from bed to bed, before and behind each ^{of the} professors, renders it impossible that the student can obtain any real and valuable knowledge this way, and therefore the value of the display is lost to the observer.

Dr Caldwell says he turned with ~~sight~~ des gust from such scenes when a student in the Pennsylvania Hospital at Philadelphia and the Philadelphia Almshouse.

I will quote his words, he tells us "that when a pupil he attended the Pennsylvania Hospital, and like other uninformed young men, he commenced the course with eagerness, and full of hope, because he had been deluded by its unmerited praises. Finding in it, however, nothing but a scene of idle parade and solemn emptiness, he turned from it, and abandoned it forever." And so will every other pupil whose object is instruction; because he can under such a state of things appropriate the hospital hours to some other mode of obtaining knowledge.

The present course of practical education in our established schools of medicine, consists principal in some fifty or sixty rounds, performed at intervals of three or four days, throughout the wards of some great Hospital, the attending physician or surgeon in the centre, and fifty or hundred students crowded round him.

on the lower floor - They approach the bed & the professor, perhaps, may offer some remarks, though this is far from being universally the case, and when it does occur, a few of those who happen to be nearest may understand his meaning and observe the case - The middle of the crowd may may seize some general principle, or treasure up some fact that the lecturer delivers, its application to the case before them being little the patient, placed beyond their ~~comprehension~~^{comprehension} - Those of the outer circle occupy the time in converse upon other topics - The crowd moves on, but still some remain to tease the patient with ~~unrelated~~ directed inquiries! -

Such are some of the facts in relation to the system of clinical teaching in this country - They are abuses, and still exist, and are matters of interest & importance to the public as they are to the profession. At the time that a reformation of them should be commenced; for at this age of reform, I know of no one which would better advance the welfare of the community and of the profession than a medical reform in its scheme of practical education; one such as founded upon a just view of the immediate and just wants of the students. Nothing short of a comprehensive change in the system of clinical teaching, can or ought to, satisfy the professor, or can be productive of those advantages to the community which this ~~is~~ the power of science and the practice of medicine to afford - It is not however my present purpose to discuss the question of Medical reform - I have no other object than that of directing attention to such a measure as will secure to students the whole of their just rights, and, at the same time, provide young medical men against the sneers and aspersions of the public, and the means of their

cultivating the practice and science of Medicine with effect & advantage. Under this view of the subject, a medical College for the education of practitioners, should be in immediate connection with a Hospital or department for the sick. The College and Hospital cannot be separated. The peculiar trait of organization of the institution, should be, - to afford to an unlimited number of students and indefinite residence, combining all the comforts and conveniences of a private house. Here associated with the halls or lecture rooms for the elementary ~~Instruction~~, ^{Instruction}, the pupils ~~will~~ are opportunities for incessant and profitable exercise in the practical part of their profession. In the Hospital wards there would be ~~available~~ under their immediate observation, illustrations of disease, which are constantly going on, by day & by night, the great experiment of appeasing pain, of repairing injuries, of controlling disease and averting death.

~~Promote his curriculum of study~~
~~before~~ ^{before} ~~entering~~, ~~on such a candidate~~. The Institution should have preparatory elementary knowledge. No one should be admitted unless on examination he has proved himself sufficiently graded in the preliminary knowledge required. A great majority number of the students who attend Medical lectures, from ~~imperfect~~ ^{imperfect general education} ~~conscious~~ inability to appreciate what passes, get indifferent and disgusted to what when rightly conducted, constitutes the most hindering of their studies - A proper plan should be laid out for each student, as the order of the lesson; and he should be obliged to obey it - It would then become a matter of ambition, with the majority, to come at least up to, if not to exceed the standard enjoined.

The outline which I have drawn, is the plan upon which the Washington Medical College Hospital was founded.

The clinics of the teacher should be conducted upon the plan of Clapier. The number of the classes should be decided according to the number of the pupils. The candidate for graduation should be the chairman of the class. His duty is to investigate the cases of disease before the lecturer and members of his class. To give his impressions of his knowledge of the cases and the treatment required. After this the cases are reviewed by the lecturer so as to give the pupils the opportunity to know how successful the chairman, discussed the case, and his errors, if any, pointed out & corrected. — Every student should be taught to observe for himself just as historians through the day of the progress of disease, but to watch by night in the wards, in order to judge of the action of remedies and appreciate the changes which might or should arise. If students were compelled to obtain their diploma through a searching practical examination at the bedside, in the anatomical & surgical operating room & the laboratory of the chemist, it would compel them to take deeper interest in the practical duties of the clinique. Before he can have bestowed upon him the title of Doctor of Medicine, he should enter the wards of the hospital name the disease of the patients, and prescribe for them. This would be the test of test of preparation and capability for the important duties they aspire. Physicians & Surgeons so trained, would be strengthened where weak, and confirmed where strong, and would be possessed of true experience, to the advantage of the community, among which they should subsequently settle, and give to the profession of Medicine an honor & commanding importance which, unfortunately, from the inadequate modes of education it does not possess. —

It ~~is~~ there in communication with the sick, he will be soon convinced that there are no practical aphorisms to be learnt in books, to be acquired in the halls of learning, which are to be confidently acted upon without further exercise of ~~his~~ his observation & understanding. He will see that no part of the system can be long in disorder without affecting the tranquillity of the rest; that complications beyond the power of any lecturer to enumerate will be frequently met; and, in short, he will find that the chief requisite for a successful practitioner of medicine is a vigilant & ready exercise of his observation & judgment. The knowledge he thus acquires will forever afterward remember; it becomes aninaluable part of his recollections; & is fixed forever in his mind - By the careful study of a single ~~case~~ disease, ~~in~~ ^{the} manner by the side of ~~the~~ ^{the} patient, dependent upon it the student will be more advanced in a true pathological knowledge, that is to say, in the knowledge of the actual nature & tendencies of metabolic processes, than by all the dogmatical precepts concerning all the diseases which the teacher can enumerate.

Such then being the fact, can I address the medical student too earnestly upon the importance of observation, to the understanding & judgment, and upon the necessity of his continually educating them to ~~it~~ ^{them} ~~with~~ ⁱⁿ activity and accuracy.

How then is he to best profit by observation? How is he to bring it to its highest and most efficient condition? I answer him - Exercise the lenses, exercise at the same time the powers of his mind. Observatio - The

exercise of the lenses is the life and charm of improvement
the essential means of enlightening the understanding,
and maturing, the judgment.

Employ the mind, then, assiduously and constantly upon sensations.
The faculties of seeing and hearing, of the touch, smell and taste all
belong to the mind as the body; all susceptible of individual
improvement. The ~~sense~~^{eye} can be trained to a quicker per-
ception, and the mind to a more perfect taste and comprehension
of the beautiful and the grand, by a course of well conducted
instruction. The painting upon the retina of the eye does
little more towards seeing than does the image on the mirror.

This is not that the Eye sees the painting itself, the mind perceives
it through the Eye — I may say the same of the Ear.

To use the language of a living physiologist, "the Ear
may receive its discipline in distinguishing, without direction
from the Eye, the causes of each noise that is made, as that
of striking, moving a chain or table, ~~or~~ and in telling
the kind of article drawn upon the floor or elsewhere,
as wood, or stone, or paper; with what a blow was given,
with the hand, a stick, a hammer or a stone, and what
received the blow. Determining all the different
musical tones and detecting the counterfeit voices of
his companions, and judging the distances and directions
from which sounds proceed."

The smell without the aid of the Eye may distinguish
the rose, the lily and the pink, and the infinite variety
of fragrant plant flowers, and may decide between
different kinds of food, aromatics and other
odorous substances.

~~and~~ and we go to see the animals.

The smell without the aid of the eye may distinguish
 The taste may be distinguished by discriminating between
 the various diversity of fruits, of liquors, and of food, without
 assistance from the other senses. Additional exercise for
 The taste may be found in distinguishing many kinds of roots and plants,
 and woods & herbs. The same may be said of the hand, it
 must be educated to its exercises before it can properly
 perform them. Thus it may be made a fit and ready
 minister to record & execute the conceptions of the mind.

But it would be irrational to expect a useful activity
 of the senses without a supervision of the mind. — Then
 is it not evident that the senses can be employed only
 through the co-operation of the mind.

Accordingly the various sciences which ~~have~~ are & have
 long been employed for developing the intellectual powers,
 are based upon the intercourse which the mind through
 the senses holds with the material universe.

Geography surveys the great natural and social divisions
 of the Earth; astronomy looks upward to the matchless
 array of the heavenly bodies; arithmetic just counts the
 sensible objects about us, and mathematics develops upon
 their motions and their forms; grammar & rhetoric
 make the science of language, as language depends upon
 the ear; and natural philosophy, Chemistry, Botany
 Mineralogy and Medicine, all rest upon ~~the~~ sensation.

All those sciences, are founded upon the action of the senses,
 and cannot be understood only through ~~the~~ the senses. —
 The use of Books & the hearing of lectures, are only to
 inform what study & genius have learned.

The only way in which a science can be practically and usefully understood, is, that of associating with the study illustrations for original observation, experiment and reflection -

With all these, however, ~~at the foot of the studies~~, we avail little, without he strictly & closely cultivates the habit of application; and it will be requisite that he should at once apply it undividedly & vigorously -

All these advantages little will avail the student of substantial progress in science and his art without

